DOCUMENT RESUME

ED 295 123 CS 009 144

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TITLE An Introductory Survey of the Danish Investigations in Experimental Reader Response Research. Fourth Edition.
REPORT NO ISBN-87-89065-07-7
PUB DATE Jan 87
NOTE 28p.; Prepared by the Research Unit for Experimental Studies in Reader Response, Department of English, University of Copenhagen, Denmark. For related document, see CS 009 143.
PUB TYPE Reports - Research/Technical (143) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Students; Folk Culture; Foreign Countries; Higher Education; Interdisciplinary Approach; Language Tests; Literature Reviews; *Reader Response; Reading Attitudes; Secondary Education; Short Stories
IDENTIFIERS *Denmark; Fairy Tales; *Reader Response Criticism; Scandinavia

ABSTRACT

This paper presents a history of Danish studies in reader response research, including the addition of questionnaires to the research. The paper describes nine studies in reader response research, including information on their stages, persons responsible, supporters, funding institutions, internal reports, and publications. Five additional publications and a description of a language test that supported the reader response studies are included, and one table of data is appended. (MS)

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January 1987

AN INTRODUCTORY SURVEY OF THE DANISH INVESTIGATIONS IN EXPERIMENTAL READER RESPONSE RESEARCH

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4th ed.
3rd ed. November 1985
2nd ed. November 1984
1st ed. May 1984

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CS 005144

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The purpose of the present folder is to give a very brief survey of the interdisciplinary Danish studies in experimental reader response research in order to make for easy reference.

Most material listed below is in Danish; publications in English are marked with an asterisk (*).

Publications which have been handed over to publishers and retrieval systems, e.g. ERIC, can be obtained from these only.

Otherwise off-prints and reports will usually be sent on request. However, we reserve the right to charge the production cost.

ISBN 87-89065-07-7

1. INTRODUCTION

The Danish studies in reader response research are interdisciplinary (especially literary criticism, psychology, and statistics) and have always been so.

The critical starting point was Danish critical tradition in fusion with "new criticism", notably in the insistence on close reading and documentation by means of the texts. The Danish critical school gained a foothold in the 1930ies and 40ies at the University of Copenhagen. It was based on a tradition for "explication de texte" ultimately indebted to biblical exegesis. In the late 40ies it combined with new criticism, especially that of British scholars, e.g. William Empson, and it was propagated and strengthened in some of the study circles in Copenhagen under the aegis of the Nordic Summer University (see below, point 3). From the early 50ies it dominated university teaching until the advent of newer trends like structuralism, marxism and the like in the 60ies: but at the time our studies started, it was the prominent school in Denmark.

In terms of methodology the Danish reader response studies are heavily influenced by the unique Copenhagen school of phenomenological psychology whose best known representative is Edgar Rubin (1886-1951).

The Copenhagen school of phenomenology developed in an interplay between Danish philosophers and psychologists from around the turn of the century to 1970; it differs from the phenomenologies developed since Husserl, but has some features in common with the "Gestalt" psychology.

In general terms, the Copenhagen school of phenomenology is based on the assumption that, psychologically speaking, human mental life, human experiences, follows regular patterns which are just as unbendable and fixed as those determining the material world. Human mental life appears chaotic only because it is so rich and depends upon a vast number of facts in the life of each individual. With care it is possible to obtain detailed and precise descriptions of experiences from different individuals; and thus it is possible to get information that can be used for determining regular patterns in human experience.

Our studies in reader response are all based on careful questioning of individual readers - a phenomenological analysis. It is undertaken by means of introspection (i.e. during the experience itself) and retrospection (after the experience proper) and it concerns the experiences characterising different readers' experiences of different texts.

Our reader response studies, notably the Ram-studies and Folktale, add a new facet to the Copenhagen school since they introduce the use of questionnaires constructed from the data collected in the initial, time-consuming and intensive collection of introspective and retrospective, phenomenological data.

What is more: prior to the final data-collecting, the questionnaires are presented for comment to other readers in connection with their readings of the texts. In this fashion we make sure that we get the same kind of information from the intensive analyses and from questionnaires.

The use of questionnaires in itself allows us to get information from so many readers that it is possible to conduct statistical analyses. And in the long perspective it is gradually becoming possible to compare responses and response patterns of readers with different cultural backgrounds.

2. THE BEGINNING: "OBJECTIVITY"

The interdisciplinary approach came about by accident: during a stay at Trinity College, Dublin, Cay Dollerup (literature) had been working on short-story theory and analysed a number of short stories in terms of content, style, and the like, including their "tension-curves". These "tension-curves" seemed to a fall into four distinct categories and to depend on other elements in the short stories.

In order to check on the intersubjective nature of these "tension-curves", he asked some friends to draw the "tension-curves" on selected short stories on his return to Denmark. One of the persons contacted was Carin Bostrup, whose husband, the psychometric statistician Lars Bostrup, immediately connected the problem stated with the Rasch item-analysis and its claim to "specific objectivity".

The charting of tension-curves the way originally planned was dropped, and a formal interdisciplinary study started in order to determine objective patterns in readers' experiences of literature with the Rasch-model as its statistical basis. Although the study was stopped due to lack of funds it nevertheless provided us with the point of departure and convinced us of the value of empirical, experimental studies of the work of literature as an object of experience.

Stages:
I. A study of short-story theory where the concept of tension and the like seemed interesting (1965).
II. An attempt to have 5 students of English chart the "tension" of 5 English short stories (partly unfinished as people did not have the time) (1965).
III. Charting the tension-curves during the reading in 3 Danish short stories with 23 participants (1965).

Persons responsible: Lars Bostrup, Cay Dollerup

Supporters: Eric Jacobsen, Georg Rasch, and Iven Reventlow

Funding Institutions: The Departments of English; and of Mathematical Statistics (University of Copenhagen).

Internal Report: (In Danish only)

A. Bostrup, Lars og Cay Dollerup. Oplæg til en empirisk undersøgelse af, om der eksisterer lovmæssigheder for personers reaktion på litterær kunst (August 1965), 5 pp. (A description of how to tackle similarities in different readers' response to literature).

3. THE NORDIC "METHODS" PROJECT

There is considerable cultural cooperation between the Nordic countries, i.e. Denmark, Finland, Iceland, Norway and Sweden. A fine example is the Nordic Summer University, established in 1950. Loosely organised, it is based on work done on a common theme in study circles at universities in each of the

Nordic countries in the autumn and spring terms. In summer, at a joint Nordic session, participants from the various study circles get together and continue the discussion.

At the summer sessions in Bergen (1964) and Kiruna (1965), Swedish researchers called for more stringent and pragmatic approaches to art, focussing mostly on the "consumption of culture" in order to formulate a policy for culture. Georg Rasch asked Lars Bostrup to attend the summer session in Åbo/Turku (1966) and here the Swedish views met with the Danish calls for the use of sophisticated statistical analyses, and fused. In the season 1966/67, Peter Brask chaired a study circle in Copenhagen on the work of literature as the object of study where a large number of approaches (statistics, linguistics, psychoanalysis, etc.) were discussed in depth. At the same time, the board of directors of the Nordic Summer University also heeded a request from the participants in the summer session to have a thorough discussion about future research into Nordic culture in autumn 1966 (Copenhagen, Beaulieu). These discussions prompted an application to the Nordic Cultural Fund for money for planning a research programme with four umbrella projects comprising some 30 investigations of cultural life in the Nordic countries: it was pointed out e.g. that the variety represented by the projects would strengthen their scholarly basis and ensure the interdisciplinary approach needed. Three projects were to study (a) the theatre, (b) literature, and, (c) music in the Nordic countries; so the fourth project, which was to center on exploring and developing methods for investigating the experience of art, stood apart. Lars Bostrup was charged with setting up this project.

With him as the prime mover, this "methods" project came to comprise a total of six studies, 1 from Finland, 2 from Sweden, and 3 from Denmark. Their common aim was to study methodological problems in the exploration of the aesthetic experience - and most of the studies came to center on reader response, the common denominator for the Danish studies which we shall present in more detail below. Their methodological basis was worked out by Iven Reventlow and is best described in Reventlow (1970) (see below).

Before we describe the studies, a word about the organisation of the projects: Each of the four umbrella projects had a steering committee of senior researchers; they were directors of some study in the project, and - to ensure cooperation - there was one outside member from another project. Thus the steering committee of the "methods" project consisted of two Swedes, a Finn, a Dane, and one outsider (from the project on music). The steering committee had a chairman, and the daily workings, coordination, and planning of meetings were taken care of by a so-called "scholarly secretary".

On receiving a grant from the Nordic Cultural Fund, the project started in 1968.

Chairman: Sten Malmström (Sweden)

Secretaries: Cay Dollerup, and, (subsequently) Mogens Poulsen (both Denmark).

Funding institutions: The Nordic Cultural Fund.

Internal reports: (applications detailing the studies and methodological reports) (in Danish only).

A. Bostrup Lars. Ed. Præliminære forskningsplaner for undersøgelserne under forskningsprojektet "metodeproblemer ved undersøgelse af kunstværker som genstand for oplevelse" (autumn 1967), 27 pp. (The general plans of the project).

B. Reventlow, Iven. Forskningsstrategi i forbindelse med studier af adfærd i komplicerede situationer (spring 1968), 9 pp. (On methodological strategies).

C. Dollerup, Cay. Ed. Rapport fra forskningsprojektet II "Metodeproblemer ved undersøgelse af kunstværker som genstand for oplevelse" (July 1968), 46 pp. (First Progress report).

Publications:

1. Reventlow, Iven, Studier af komplicerede psykobiologiske Fænomener. Copenhagen: Munksgaard 1970.
   (Part III deals with methodology) (there is an English summary).

Most of the project's studies were published in a summary form in:

2. Malmström, Sten and Mogens Poulsen. Eds. Litteraturoplevelse: Nogle Metodestudier. Copenhagen: Akademisk forlag/Lund: Student-litteratur. 1979.

The two following articles deal with the "methods" project as a whole rather than with the individual studies discussed below:

3. Bostrup, Lars, Peter Brask, Cay Dollerup, Sten Malmström, Iven Reventlow, Niels Jørgen Skydsgaard, "Projektets fremvækst". In Malmström, op. cit., 15-16. (The history of the "methods" project).

4. Bostrup, Lars, Peter Brask, Cay Dollerup, Gunnar Goude, Sten Malmström, Iven Reventlow. "Oversigt over projektets undersøgelser". In Malmström, op. cit. 17-22. (A methodological survey of the project).

3.1. "TENSION"

or "An Attempt Objectively to Determine the 'Tension' in Short Stories" was, then, the study which inspired the Nordic study, and became part of it in a more stringent form.

The study comprised the following stages:

Stages
- I. Investigation of critical use of the concepts of "tension", "intensity", and the like.
- II. Experimental studies with 28 adults to investigate their experiences of "tension", etc.
- III. Experimental studies with 15 "1.g" and "2.g" pupils (16-18 year-olds; Hochschule/lycée/ senior high-school), in order to prepare for questionnaires and major data-collection.

The concept of "tension" ("intensity" and the like) in the experience of short fiction, was chosen because it figures prominently in short-story criticism: this was also borne out by the survey of Anglo-Saxon, German, and Nordic critical use of these concepts undertaken in stage I, and which established the critical background for the study.

Stages II and III were based on empirical research in accordance with the methods of the Danish experimental phenomenological school (esp. Reventlow). In this study we used 3 short stories (one of which was also used in the Danish "Ram"investigation (see below)), while the two others were used in a Finnish study in the Nordic project. They were "The Basement" by Pär Lagerkvist, "The Ram" by Cecil Bødker, and "The Ring" by Karen Blixen.

These experimental stages (II and III) showed differences between critics' and readers' use of the terms "tension","intensity" and the like. However, it was difficult to identify one specific word for the quality we were trying to study. At that time, any experiment probing the experience of "tension" would have had to operate with so many variables that the cost would have been prohibitive, for which reason we closed the study. On the other hand, the introspection method used in stages II and III shed an interesting light on the reading experience as such: briefly, it demonstrated that readers reported during the reading without major difficulties. And also, that virtually all strategies were at play during the reading. In the reading, there is a strong interplay between positive as well as negative assessments of a text, and under ordinary circumstances too many of the latter may make the reader stop reading. It is also evident that in the readers' experiences, some passages stand out, not only for the individual reader, but for a fairly large percentage of the readers as a whole. At higher level it is also possible to see how readers used textual information to establish interpretations, which, however, differed widely, even when individual readers found them entirely satisfying.

Funding institutions: The Nordic Cultural Fund; The Department of English and the Department of Psychology, University of Copenhagen.

Persons responsible: Lars Bostrup, Cay Dollerup (director), Iven Reventlow.

Internal reports: (In Danish only).

A. Dollerup, Cay, Tore Forfang, Iven Reventlow. Forsøg på objektivt at bestemme, hvor fængslende et værk er (May 1968), 16 pp. (A preliminary report on stage II).

B. Dollerup, Cay. Novellens "spænding" (September 1968), 35 pp. (Complete report on stage I; largely identical with publication 2, below).

C. Dollerup, Cay. Elementer og vurderinger i kunstværkoplevelser. (1969), 136 pp. (A qualitative analysis of results in stage I).

D. Forfang, Tore. Distal og Proksimal læsning. (March 1969), 6 pp. (Personality features in responses).

E. Dollerup, Cay, Tore Forfang, Niels Westergård. Elementer og vurderinger i kunstoplevelsen hos gymnasiastgrupper. Anden forsøgsserie (May 1969), 14 pp. (A qualitative analysis of results in stage II).

F. Bostrup, Lars. Findes der lovmæssigheder for forskellige personers oplevelse af spænding i litterære tekster (June 1969), 12 pp. (A statistical analysis of e.g. reading times, number of stops during the reading in stage II).

Publications:

* 1. Dollerup, Cay, and F. W. Bateson. "The Mode of Existence of the Criticism of Literature: An Argument". Essays in Criticism, 19 (1969), 420-433.

* 2. Dollerup, Cay. "The Concepts of "Tension", "Intensity", and "Suspense" in Short Story Theory". Orbis Litterarum, 25 (1970), 314-337.

3. Dollerup, Cay. "Om fejllæsninger". Dansk pædagogisk Tidsskrift 17 (1969), 339-342. (Errors in reading).

4. Dollerup, Cay. "Elementer og vurderinger i læsning af noveller" Meddelelser fra dansklærerforeningen. 1970, 50-72. (Reading process).

5. Dollerup, Cay, "Om læserens oplevelse af forfatteren i et prosaværk". Meddelelser fra dansklærerforeningen. 1970, 114-125. (Reading process).

* 6. Dollerup, Cay. "On reading short stories". Journal of Reading. 14 (1971), 445-454.

7. Dollerup, Cay. "Forsøget på objektivt at bestemme Spænding i noveller". Tidsskrift för litteraturvetenskap. 4 (1975), 37-53. (A summary of findings).

8. Dollerup, Cay. "Rangordning og absolutte vurderinger af litterære værker". Meddelelser fra dansklærerforeningen. 1975, 363-366. (Esthetic evaluations).

3.2. THE "RAM"-STUDY NO. 1

or "The Experience of A Fictional Character during the Reading" was conceived by Niels Jørgen Skydsgaard in 1967. It belonged to the Nordic project inspired by the previous investigation, and the short story used was identical with one of the three used in "Tension" (viz. "The Ram" by Cecil Bødker).

The study comprised the following stages:

I. Original theory (1967).

II. Introspection interviews: one series with 10 readers (1968).

III. Reformulated theory (1969).

IV. Introspection interviews: three additional series with a total of 32 readers (1968-69).

V. The construction of questionnaires from the readers' statements (1969-70).

VI. Testing and correction of questionnaires with 22 readers from different groups, including 15-year-olds (1. real) and undergraduates. The questionnaire on background variables - taken from "Tension" - underwent three changes; and the questionnaire on the experience of the short story four.

VII. The data-collection took place with 717 gymnasiasts 1970/71, and 27 students of psychology in spring 1971.

VIII. Analyses.

The aims and basic hypotheses were reformulated in 1969 so that we focussed on charting the effect of the author's technique ("point-of-view"), in addition to the experience of the protagonist.

On the experimental side (stage IV), the "Ram"-study took over results from "Tension" and used them e.g. for constructing questionnaires as virtually all questions were based on comments made spontaneously during the introspection studies. By means of these questionnaires, then the responses of more than 700 readers were charted both during and after the reading.

Some findings are new, and others as expected. A summary runs as follows: (1) It is possible to chart the experience of at least one aspect of the literary experience (namely the protagonist) during the reading proper, quantitatively, with many readers. (2) This can be done without wreaking major changes in the readers' experience of the short story. (3) It is possible to chart differences due to the author's "point-of-view" in the readers' experiences both during and after the reading. (4) Important aspects in the reading experience can be charted quantitatively and with little loss of data after the reading. (5) It is possible (and not surprising) that we can set up a model of aspects which cover "a majority poem" i.e. a series of aspects on which a majority of readers have agreed. (6) At the same time, the methods employed also show legitimate and well represented minority views. (7) It is possible to show correspondences between certain factors in the readers' backgrounds (e.g. prior knowledge of the story) and their experience of some aspects. (8) There are correspondences between different aspects in the experience, independent of the background variables we know.

Funding institutions: The Nordic Cultural Fund; the Departments of English and of Psychology; as well as the Faculty of the Humanities, University of Copenhagen.

Persons responsible: Lars Bostrup, Cay Dollerup (director 1969-85), Iven Reventlow, Carsten Rosenberg Hansen, and Niels Jørgen Skydsgaard (director 1967-68).

Internal reports: (in Danish only).

A. Nielsen, Marian. Foreløbig Rapport vedrørende forforsøg. May 1968, 10 pp. (Report on stage II)

B. Dollerup, Cay, Iven Reventlow og Niels Jørgen Skydsgaard. Rapport om stillingen for undersøgelsen... "Oplevelse af litterær skikkelse under læsning" December 1968, 6 pp. (An assessment of problems in the study after "Tension" material was introduced).

C. Dollerup, Cay og Tore Forfang. Rapport over forforsøgsserierne A, B, C og D i undersøgelse E. December 1968, 102 pp. (A complete description of stages II and III).

D. Skydsgaard, Niels Jørgen: Årsrapport for 1968: Planlægning og forforsøg. 1969, 16 pp. (A summary of stages I, II, and III).

E. Dollerup, Cay. Testserierne F og G - Stadier på vejen med en forsøgsopstilling der kunne bruges ved ekstensive forsøg. June 1971, 24 pp. (A description of stages IV and V).

F. Dollerup, Cay og Carsten Rosenberg Hansen. Den ekstensive dataindsamling, kodning og hulning. July 1971, 10 pp. (A description of procedures in stage IV).

G. Dollerup, Cay. Særlige træk ved udfyldningen af spørgeskema I. July 1971, 3 pp. (A preliminary analysis in stage VII).

H. Dollerup, Cay. Nogle resultater fra den manuelle og datamatiske bearbejdning af undersøgelsesresultaterne. August 1973, 75 pp. (An additional description of data from stage VII).

Publications:

1. Dollerup, Cay. "Læsernes holdning til en litterær skikkelse - En redegørelse for metodiske problemer, der har interesse for pædagoger." Meddelelser fra dansklærerforeningen. 1974, 227-243. (Long version of no. 3, below).
2. Bostrup, Lars, Cay Dollerup, Carsten Rosenberg Hansen "Om gymnasiasternes læsning." Gymnasieskolen. 57 (1974), 1001-1004. (On reading habits of high-school pupils).
* 3. Dollerup, Cay. "Effect of Prereading Introductions on Readers' responses." Journal of Reading. 23 (1979), 112-120.
4. Skydsgaard, Niels Jørgen. "Oplevelse af litterær skikkelse under læsning." In Malmström, op. cit., 96-127.
5. Bostrup, Lars, Cay Dollerup, Carsten Rosenberg Hansen. "Videreførelse af undersøgelsen 'Oplevelse af litterær skikkelse ved læsning'." In Malmström, op. cit., 128-157. (The article gives some of the main results).
* 6. Dollerup, Cay. "How Well Do the Author's Attitudes Get Through?" Acta XIV Fillm Congress, Aix-en Provence 1978 (1 page - in press).
* 7. Dollerup, Cay and Carsten Rosenberg Hansen. "Ram 1: an Experimental and Methodological Study in Readers' Experience of a Fictional Character during Reading, with Some Remarks on the Ontological Status of the Work of Literature." (in press).

3.3 "MEANING"

or "Measuring Meaning in the Experience of Literary Texts", grew out of discussions between Lars Bostrup and Peter Brask (linguistics, criticism). The underlying hypothesis was that there would be both regular patterns as well as variations in readers' experiences of a text and that the interpretation of a text is a "Gestaltung". The study concentrated on exploring the nature of this "Gestaltung" by focussing on readers' experience of cohesion and meaning, and by assessing the influence of these factors on the immediate experience of a text.

In the main experiment, 285 c. 20-year-olds read 14 texts where they had to answer "yes" or "no" to four questions (a. "Is the text correct in terms of grammar?"; b. "Does the text have some immediately recognizable meaning/cohesion?"; c. "Does the text convey a feeling/an atmosphere ?"; and, d. "Does the text have a deeper meaning?")

The results showed strong correspondences between the experience of "grammatical correctness" and "immediate meaning" in 13 texts; and between the experience of "a feeling" and "a deeper meaning" in 11 texts. The main interest, however, connected with the statistics used for the analyses: the data were subjected to conventional statistical methods, as well as to detailed in-depth analyses according to the Rasch-item-analysis and methods inspired by information theory and cybernetics (Shannon & Weaver; Ashby). The most interesting discovery was that - with the exception of the question on "grammatical correctness" - the readers' answers to the other questions could be ranked with near-perfection on an interval scale, i.e. they had what Rasch termed "specific objectivity".

Funding institution: The Nordic Cultural Fund.

Persons responsible: Lars Bostrup, Peter Brask (director), Iven Reventlow, Carsten Rosenberg Hansen.

Publications:

1. Bostrup, Lars, Peter Brask, og Carsten Rosenberg Hansen. "Læserens gestaltning af en litterær tekst". Poetik 3 (1970), 237-250.

2. Bostrup, Lars, Peter Brask, og Carsten Rosenberg Hansen. "Måling af meningsoplevelsen ved litterære tekster". In Malmström, op. cit., 60-95.

4. "FAIRYTALE"

is short for "An Interdisciplinary Turco-Danish Pilot Study of the Collective v. the Individual Nature of the Response to Literature". When a paper on the "Ram"-investigation was read at a congress in 1978, a member of the audience, Prof. Dilek Doltas, later to become head of the Turkish team, suggested an experimental study along the same lines, but cross-culturally. This was taken up as an interesting challenge and the logical next step by the Danish team which drew up the plan for the study.

The theory was to be set up by the Turkish team. The Danish team was in charge of methodology and the practical implementation. This meant that e.g. the experimental set-up and the data-collection at all stages were heavily indebted to the "Ram-study" (except for the Turkish selection procedure used in Turkey to identify the best tales for the study).

The study was formally started on 4 December 1978 and formally closed 31 December 1982. Closure was due to instability in the Turkish texts, but other weaknesses concerning the identification of the groups of potential participants in the study and the theoretical basis also surfaced.

Stages:
- I. Theoretical basis (Turkish).
- II. Selection studies with nine fairytales to find the three best suited for the study, involving c. 150 readers (in Denmark).
- III. Collation to ensure identity between Danish and Turkish texts (incomplete).
- IV. Charting of readers' responses by means of interviews, essays, and critical analyses: 102 readers (in Denmark).
- V. Construction of questionnaires (in Denmark, from Danish material).
- VI. Conclusion: The experimental set-up is viable.

Funding institutions: Internationally the study was financed by the Unesco Participation Programme. And the Nato Scientific Affairs Division (004.82).
The Danish part was supported financially by the Danish Research Council for the Humanities; the Standing Committee of the Danish University Rectors; and the Department of English, University of Copenhagen.

Persons responsible: Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen on the Danish side. Dilek Doltas and Cevza Sevgen on the Turkish side.

Publications by the Danish side:

* 1. Dollerup, Cay, (Ed.) Plan for an Interdisciplinary Turco-Danish Pilot Study of the Collective v. Individual Nature of the Response to Literature. 1978 ERIC [Educational Resources Information System: Urbana, Ill.] No. ED 248 465, 13 pp.

* 2. Dollerup, Cay. (Ed.) Dilek Doltas, Yilmas Esmer, Iven Reventlow, Carsten Rosenberg Hansen, Cevza Sevgen. "Plan for the Experimental Set-up in Stages 1 and 2". 1979. ERIC No. ED 248 469, 15 pp.

* 3. Dollerup, Cay. "Fairytale, a Preliminary Sketch of the Hypotheses Put forward". March 1980. ERIC No. ED 248 478, 28 pp.

* 4. Dollerup, Cay, Dilek Doltas, Iven Reventlow, Carsten Rosenberg Hansen, Cevza Sevgen . The Nine Tales for the Selection Study. The Texts, their Authenticity, Translation Procedures, the Texts in English, and the Questions of "Identity" between the Danish and Turkish Texts. 1982. ERIC No. ED 248 471. 108 pp.

* 5. Dollerup, Cay (Ed.), Iven Reventlow, Carsten Rosenberg Hansen. Report on The Selection Procedure Based on Readers' Responses to the Original Nine Tales in Denmark. 1981. ERIC No. ED 248 472. 68 pp.

* 6. Dollerup, Cay, Iven Reventlow, Carsten Rosenberg Hansen. A Discussion of the Various Groups of Readers in the Fairytale Project, with a Detailed Discussion of the "Core-Groups" in Denmark and in Turkey. 1982. ERIC No.ED 248 474, 22 pp.

* 7. Dollerup, Cay, Iven Reventlow, Carsten Rosenberg Hansen. Outline for the Additional Pilot Studies in Denmark in Stage 1. September 1980. ERIC No. ED 248 479, 13 pp.

* 8. Dollerup, Cay, Dilek Doltas, Iven Reventlow, Carsten Rosenberg Hansen, Cevza Sevgen. The Three Tales Chosen, the Establishment of the Texts and the Charting of Deviations, with a Collation of the "Original Tales", the Check Translations, and the Danish and Turkish Texts. 1983. ERIC No. ED 248 475, 184 pp.

* 9. Dollerup, Cay, Iven Reventlow, Carsten Rosenberg Hansen. The Studies of Readers' Responses to "The Snake" "The Gold Apple", and "Per Smeds' Whip" in Denmark in Spring 81. 1983. ERIC No. ED 248 477, 91 pp.

* 10. Dollerup, Cay, Iven Reventlow, Carsten Rosenberg Hansen. "Methodological and Practical Considerations in Setting up an Interdisciplinary, Cross-cultural Study of the Experiences of Literature in Danes and Turks". In Evans, John X., and Peter Horwath. Eds. Adjoining Cultures as Reflected in Literature and Language: Proceedings of the XVth Trieennial Congress of the Federation Internationale des Languages et Literatures Moderne. Arizona State University 1983. 216-218.

* 11. Dollerup, Cay, Iven Reventlow, Carsten Rosenberg Hansen." A Case Study of Editorial Filters: A Discussion of the Allerleirauhtales in Grimm." Fabula: Zeitschrift für Erzählforschung. 27 1986. 12-30.

5.1. "RAM"-STUDIES NOs 2 AND 3".

"Diachronic Studies of Reader Response".

These studies were suggested by Iven Reventlow in 1970 when "Ram 1" was still in its preliminary stage. The planning of the present, modified repetitions was started in 1983.

The purposes of these two investigations - which we term "Ram 2" and "Ram 3" and which may well be discussed under the same heading - are:

- to provide a solid basis for diachronic comparisons between fairly homogeneous groups of readers over a 15-year period. This is of prime importance to the teaching of literature, as it will be possible to obtain reliable information about changes in teaching methods, and in student populations (This will, of course, also provide documentation for "reader horizons").

- to open the avenues for similar comparative diachronic comparisons for others, and

- to get more detailed information on the readers' backgrounds than in 1970/71, so that we can determine if factors other than the ones charted then have an influence on the readers' experiences.

To do the latter, we need a more detailed questionnaire in the readers' backgrounds, and this is why there are <u>two</u> studies, "RAM 2" and "RAM 3".

RAM 2 is intended to close the gap between the study undertaken in 1970/71 and the up-dated collection by means of questionnaires. In this study, c. 600 readers meet with one version of the text. We test out both the interleaved questions used in RAM 1, and a new version which may be better. After the reading, the participants answer the same questions as did the readers in RAM 1.

However, thanks to information derived from a number of preliminary studies, including written responses from c. 100 Danes and Americans, we have set up a series of new questions. In addition, there is a more detailed coverage of the readers' backgrounds than in 1970/71, and in the end we probe the readers' attitudes in some select fields.

The purpose of RAM 2 is thus to tell us if there are any differences between readers with the "old" interleaves and the "new" ones, and to test out the new questions.

At the time of writing (January 1987), nearly 400 students have participated.

In RAM 3 we rerun RAM 1, with the interleaves and, possibly, the new ones, and use the "original" questions as well as new ones. The results from RAM 2 will enable us to compare the information we get in the new round with the information from

1970/71 and thus to compare "identical groups" of readers over the gap of more than 15 years. The study will cover 1,600 readers.

Funding Institutions: Professor Ludvig Wimmer og Hustrus Legat. The Department of English; the Faculty of the Humanities, University of Copenhagen.

Persons responsible: Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen.

5.2. "RAM"-STUDY NO. 4.

This study is a duplication of "Ram 3", but in the English-speaking world.

It is intended to cover the same number of readers as "Ram 3", and its purposes are as follows:

- to establish a possibility for comparing Danish results with those from the English-speaking world. We foresee that in the long run, this may be an extremely promising stepping stone for other studies which use the methods employed, and perhaps even the same text. Therefore the questionnaires will be free for research purposes, as long as we have access to the results, in order to make cross-national comparisons.

- to establish to what extent it is possible to conduct experiments in reader-response research in different lan- guages with the "same" text, as long as this text is circum- scribed by a "droit moral" in one of the two languages. The problem is one which has bedevilled reader-response invest- igations, and which we partially solved in "Fairytale" (see "Assorted publications" below, point 7, item 4). By using English, which is fairly closely related to Danish, some of the difficulties will probably be overcome.

- to prepare the way for "Folktale" (see below), in terms of experiences of what can be done.

Funding Institutions (for developing the material): The Department of English; the Department of Psychology, University of Copenhagen, and private means.

Initiators: Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen.

Working papers:

A. Cay Dollerup, Iven Reventlow, Casten Rosenberg Hansen, Christopher Tinson. The Ram Studies 1, 2, 3, and 4: A Description of the Thinking, Set-up, and Planning of the Studies. December 1985. 46 pp.

B. Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen, and Christopher Tinson. Appendix to the Ram Studies. April 1986. 37 pp.

6. "FOLKTALE"

or "Folktale: a Cross-cultural, Interdisciplinary Study of the Experience of Literature" was prompted by our analyses of the strengths and weaknesses in "Fairytale" (q.v. p. 15 above). Its experimental set-up showed its viability, as had the phenomenological methods from the Copenhagen school of psychology.

The language barrier could be overcome more easily by carrying out a study with two fairly closely related languages, viz. Danish and English, and thanks to our knowledge of the latter we would also be better able to follow the foreign side of the study. Furthermore both Danish and English comprises more than one culture, when we include areas and nationalities where the two languages are second languages (Danish, for instance, is used in Greenland (which belongs to the Inuit culture)).

The basis of the study is the assumption that at the same time that there is something cross-cultural in any narrative, folkloristic narratives, e.g. authentic folktales will have a unique cultural imprint, because they have been told by a narrator to an audience from the same culture; i.e. it reinforces cultural norms. This should make it possible to establish aspects of the experience which are independent of culture. Besides, folkloristic material is traditionally looked upon as "malleable"; this means that we are relatively free to make texts in two languages correspond semantically to one another, by changing either of them linguistically.

The study is planned to go through a total of nine stages. At the time of writing, we are in the fourth stage, where we are about to finish collecting responses from readers from different cultures for setting up some unbiassed questionnaires.

The tales we use are from Turkey, Denmark, and Greenland.

Funding institutions: Internationally, the study is supported by Unesco Participation Programme; the Department of English; the Department of Psychology, University of Copenhagen; Professor Ludvig Wimmer og hustrus legat; and private means.

Persons responsible: Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen.

Progress reports:

A. Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen. Background and Preliminary Plans for the Project. March 1985. 24 pp.

B. Cay Dollerup, Iven Reventlow, Carsten Rosenberg Hansen. The Team's Selection of Eleven Potentially Useful Tales from Three Different Cultures. April 1985 (in press).

C. Cay Dollerup, Birte Kristensen, Iven Reventlow, Carsten Rosenberg Hansen, Christopher Tinson. The Empirical Selection of Three Tales to be Used in the Folktale-Project. July 1985.

Publications:

*1. Dollerup, Cay, Bengt Holbek, Iven Reventlow, Carsten Rosenberg Hansen. "The Ontological Status, the Formative Elements, the "Filters" and Existences of Folktales: a Discussion". Fabula: Zeitschrift für Erzählforschung 25 (1984), 241-265.

7. ASSORTED PUBLICATIONS

The following publications connect with the studies in various ways:

7.1 Survey

1. Dollerup, Cay. "Om eksperimental litteraturpsykologi". Meddelelser fra dansklærerforeningen. 1973, 284-297. (An introduction to reader response research).

7.2 Pedagogical Implications

1. Dollerup, Cay. "Kan eksperimentel litteraturpsykologi hjælpe?". Dansk Noter. April 1978, 69-81.
   (On pedagogical implications).
2. Dollerup, Cay. "Oplevelsen af en litterær tekst med særlig henblik på litteraturundervisningen i engelsk". Seminarieskolernes engelsklærerforening, nr. 3, 1982, 13-38.
   (On the uses in English (as a Foreign Language) Teaching).

7.3 Translation and Translation Theory

1. Dollerup, Cay, Iven Reventlow, Carsten Rosenberg Hansen. "En redegørelse for oversættelse og oversættelsesproblemoversættelsesproblemer ved læseres oplevelser af "samme tekster" på forskellige sprog". In Togeby, Ole. Ed. Papers from the Eighth Scandinavian Conference of Linguisics. Copenhagen 1985, 390-406. (On problems in translation with special reference to experimental reader response).

7.4 Methodology

1. Dollerup, Cay, og Carsten Rosenberg Hansen. "Fra hundestejler til noveller". In Damgaard Petersen, Ib og Arne Friemuth Petersen. Ed. Delhed og helhed: teoretiske og metodiske studier. Copenhagen: Politiske studier 1986, 117-128.

8. Sprogtest

Sprogtest is not a study of reader response, and its inclusion in the present context is due to the fact that in a number of ways it has benefited - or supported - the reader response studies. "Sprogtest" (i.e. a language test) is a test comprising three English texts, with 45 multiple-choice questions in the text itself. The test is designed for the use of Danish freshman students, who are free to take it, and will get an anonymous feedback on their proficiency in reading compre-

hension in English. Since many textbooks at university level are in English, an "objective" assessment of students' English reading comprehension may be crucial to their academic careers.

The work on the development of the tests started in 1974, and from twelve original tests, the number was reduced through various stages with revisions and new tests to the three tests that remain, and which were made available to universities in 1979.

We are confident that the test gives a reliable insight into the global reading comprehension of Danish freshman students, and by now it has been used by me than 2,000 from all the seats of higher learning in Denmark.

It has been affected by the reader response studies - and hence afffected our thinking on them - in e.g. the following ways:

The careful selection of the tests, where we checked on whether they actually measured reading comprehension reliably is - in terms of sheer number of participants (c. 700) the highest in any of our studies.

In 1979 introspection was used to uncover why readers would tick off the various possibilities, and the "+5 rule" was thus tested out, before it was used again in "Fairytale".

Statistical analyses have been used from a early stage in the construction process.

The methods used for the construction of questionnaires and some of the questions - on reading habits - were taken over from the RAM 1, and developed to include reading strategies. Some of the questions developed by tests with readers in turn affected the questionnaire used in RAM 2 (and FOLKTALE).

Funding Institutions: The Danish Research Council for the Humanities. The Tuborg Foundation. The Department of English and the Department of Mathematical and Applied Linguistics, University of Copenhagen.

Persons responsible: Cay Dollerup, Esther Glahn, Carsten Rosenberg Hansen.

Publications

* 1. Dollerup, Cay, Esther Dinsen. "Comprehension of Written English Texts among Danish Freshman Students." Third European Congress on Information Systems and Networks. Overcoming the Language Barrier. Munich 1977 Vol. I, 63-83.

* 2. Dollerup, Cay, Esther Glahn, Carsten Rosenberg Hansen. "On the construction of a test in reading comprehension in a foreign language." Papers from the Fourth Scandinavian Conference of Linguistics. Odense: Odense University Press 1978. 79-85.

* 3. Dollerup, Cay, Esther Glahn, Carsten Rosenberg Hansen. "Some Errors in Reading Comprehension." In von Faber, Helm (ed.), Leseverstehen im Fremdsprachenunterricht. München: Goethe-Institut 1980. 238-256.

* 4. Dollerup, Cay, Esther Glahn, Carsten Rosenberg Hansen. "An Introspection Study of Reading Strategies in an EFL Reading Comprehension Test." AILA 81. Proceedings 1. Lund 1981. 183-184.

* 5. Dollerup, Cay, Esther Glahn, Carsten Rosenberg Hansen. "Reading Strategies and Test-Solving Techniques in an EFL-Reading Comprehension Test: A Preliminary Report." Journal of Applied Language Study, Oxford, 1 1982. 93-99.

* 6. Dollerup, Cay, Esther Glahn, Carsten Rosenberg Hansen. "Issues Raised by Studies of Passive Vocabularies in Reading Comprehension with Advanced EFL-Learners." In in Haese, Jan and Jos Nivette Eds. AILA Brussels 84: Proceedings. Bruxelles 1984. 783-784.

7. Dollerup, Cay, Esther Glahn, Carsten Rosenberg Hansen. "Omkring Sprogtest." Handelsskolen, årg. 19, nr. 5, 1986, 71-76; nr. 6. 68-72.

9. BIOGRAPHIES

Cay Dollerup, b. 1939, m. Susanne. One daughter, two sons. cand. mag. 1970 (English and Spanish). Junior research fellow (kandidatstipendiat) 1970-73; senior research fellow (seniorstipendiat) 1973-76. Since 1976 senior lecturer at the Depart-

ment of English, University of Copenhagen. 2 monographs, and c. 75 articles about interlingual transmission, reader response research and the like. (Marquis Who is Who in the World).

Iven Reventlow, b. 1926, m. Ida. Two daughters, one son. Research associate 1960-66. Research fellow 1966-78. Since 1978 senior lecturer, Department of Psychology, University of Copenhagen. Dr. phil. 1970: On studies of complex psychobiological phenomena. c. 50 articles on psychological methodology, ethology, social psychology, and reader response. (Gyldendals ti-binds leksikon; Dansk Biografisk Leksikon; Maeijer Who is Who in Europe).

Carsten Rosenberg Hansen, b. 1943, m. Edith. Two sons. Teacher 1971. 1971-80 at the section for programmed instruction and experimental pedagogics at the National Danish College for the Training of Vocational Teachers. Cand. pæd. psyk. 1982. Since 1980 school psychologist in Roskilde, since 1983, deputy head. 1984-1986 Junior research fellow at the Department of Psychology and Pedagogics, Royal Danish School for Educational Studies. C. 30 articles on e.g. linguistic aptitude testing, programmed learning and instruction, and reader response research.

ON THE FOLLOWING PAGES IS A TABLE WHICH SKETCHES THE INTERCONNECTIONS BETWEEN THE DANISH STUDIES.

A SIMPLIFIED OVERVIEW OF THE DANISH STUDIES IN

SHORT TITLE	TENSION	RAM NO. 1	FAIRYTALE
Period	1965-1974	1967-1985	1978-1982
Main question in study (simplified)	Is "tension" in short stories objective ?	Does the author's point-of-view (attitude) make it to the reader?	Is there anything cross-cultural in the response?
Readers	Danish adults and 2.g students	Danish adults and students in 1.and 2.g(10th and 11th year)	Undergraduates and students in 2. g.
Stages	1. Theory 2. Experimental studies(during reading) Terminated at this stage because of cost	1. Theory 2. Experimental studies (during reading) 3. Construction of questionnaires from data collected in stage 2. 4. Extensive data-collecting 5. Analyses	1. Theory 2. Experimental selection studies 3. Identity of Danish and Turkish texts (incomplete) 4. Experimental studies during the reading and retrospective essays. 5. Questionnaires (in Denmark only) 6. Conclusion: the experimental set-up is sound.
		Indebted to "Tension"	Indebted to "Tension" and "Ram 1" in terms of methodology and design.
	CLOSED BEFORE COMPLETION	COMPLETED	CLOSED BEFORE COMPLETION

READER RESPONSE SINCE 1965

RAM NO. 2	RAM NO. 3	RAM NO. 4	FOLKTALE
1983	1983-	1983-	1983-
Does response change diachronically ?	Same as "Ram 2" + What factors determine the response of the individual reader?	Does response change nationwise synchronically ?	What aspects in reader response are cross-cultural, if any ?
Danish students - like those in "Ram 1"	Same kind of readers as in "Ram 1 and 2"	American students in senior highs	Various cultural groups(Danes, Greenlanders,etc)
1. Adding new facets to the questionnaire on the experience of the short story. Developing new questionnaire on readers' backgrounds. 2. Extensive data-collecting 3. Analyses	1. Data-collecting. 2. Analyses	1. Translation of short story and questionnaires. 2. Pilot studies to get new questions and to check on the questionnaires. 3. Final check 4. Data-collecting. 5. Analyses	1. Theory 2. Experimental selection of useful stories. 3. Translation and checks on identity of English and Danish stories. 4. Introspection studies with Danes, Greenlanders, etc. 5. Essay studies with Danes, Englishmen, Indians, etc. 6. Construction of questionnaires from data from stages 4 and 5. 7. Pilot studies for final checks. 8. Data-collecting. 9. Analyses
Dependent on "Ram 1"	Dependent on "Ram 1 and 2"	Dependent on "Ram 1 and 2". The study is only part of the Danish programme when compared to the Danish "Ram"-studies.	
IN PROGRESS. In stage 2	PREPARATIONS FINISHED.	PREPARATIONS FINISHED. In stage 3	IN PROGRESS. In stage 5